

SEND- Ambition and Access in Modern Foreign Languages (MFL)

Ambition – What are we aiming for children with SENs to achieve in this subject?

By the time children leave year 6, they are at an entry level corresponding to the MFL curriculum in KS3 and are able to make the transition to secondary smoothly using their previous learning and knowledge from KS2.

SEN is not a limiting factor to progression in MFL. The Language Angels' scheme of work adopted by Forsbrook C.E. Primary School is based around whole class teaching and involvement. The platform offers a multisensory approach to learning using a wide range of audio, visual and kinaesthetic teaching styles throughout all levels of learning that support working memory. Repetition and practise is at the core of the program with a focus on the visualisation of the information presented along with rhythmic regulatory exercises used as much as possible.

Access – What amendments are made to the subject in order to help children with SENs to achieve?

- Differentiated desk-based activities are all carefully adjusted to three levels of attainment (Easy/Medium/Hard) and, where appropriate, Language Angels have developed a fourth SEN-friendly version with the support of SEND specialist teachers and consultants. Activities are selected based on SEN assessment and teacher's previous knowledge of individual children. This will help to ensure that each child can achieve ambitious yet realistic outcomes.
- Activities are supported by a range of flashcards, mini flashcards, and picture vocabulary sheets to boost confidence and memory skills as tasks are completed. Dual coding snap cards are provided with images and English translations to ensure meaning is clear.
- Language is 'chunked' when appropriate. Text is reduced if required and instructions are shorter and concise. Language is carefully chosen in both English and the foreign language, and layout, colour, size, and type of font used is carefully considered.
- Cutting and pasting options are provided for pupils that have barriers to completing written activities, and extra lines, boxes and word banks are added where appropriate to support pupils in their reading and written tasks.
- Groups are mixed ability to allow children with SEN to access peer support if and when required.
- Extra time is available to allow children with SEN to provide verbal responses.
- The end of unit self-assessment is suitable for all pupils as it has been amended to contain visual prompts to ensure that we celebrate what all pupils can do and achieve.